**NQT & Staff Support Plan: Report for Governing Body**

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**Report compiled by:** Lead Practitioner - Teaching & Learning, Anne Duncan

The following NQTs have been provided with a planned programme of induction, weekly meetings with mentor, in-class coaching and support: C Dale (Yr 2), S Lane (Yr 3), and T Inchbald (Yr 5). Outlined below is the NQT Induction Programme to date for the academic year 2020/2021. The levels of supervision and support are high to acknowledge the fact that the NQTs have had a highly disruptive training year, without face to face tuition and in some cases without completing their final teaching practice in schools.

**NQT Induction Programme**

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| **Wednesday 10th June-**  Curriculum Overviews sent to NQTs. First invite to visit school sent by Mentor.  Induction Process began School Business Manager welcomed NQTs to College Town. | **Tuesday 23rd June** First meeting with NQT Mentor.  Presentation by English Lead about how English is delivered at CT.  Contact made with Year Group team - process of induction initiated by School Business Manager. | **Tuesday 30th June**  Main documentation sent to NQT staff, including:  Subject Overviews, Subject Headlines, Maths Planning Docs  English Overviews  NC Yearly Overviews  Curriculum Blocking  Staff List, Subject Leaders & areas of responsibility. | **Thursday 2nd July -** 3:00 pm -Delivery of new maths curriculum, teaching and learning focus by Maths Lead.  Curriculum Lead Presentation to inform how Foundation Subjects are organised & rationale for this. |
| **Monday 6th July**  NQTs visit a maths lesson in Yr. 6 to observe practice (Paul, Amy, Natasha)  NQTs sit in bubble at a safe distance.  Computing Lead demonstrates- use of IWB s across the school. | **Monday 13th July**  NQTs officially became members of staff at College Town.  Meetings with new class and 1:1 meetings with Mentor. | **Wednesday 2nd September**  1:1 weekly meetings with Mentor formally began. Induction for first half term agreed including: directed observations of colleagues teaching Guided Reading & English.Weekly coaching in-class | **Tuesday 29th September**  Target Tracker training & written guidance to support NQTs working with the system.  Observations of colleagues teaching Guided Reading. |
| **Wednesday 30th September**  Maths CPD with all year groups using Microsoft Teams: The four operations | **Thursday 1st October**  Effective ways of using modelled writing to support learning- with Mentor- practical lesson. | **Monday 5th October**  Details of Early Career Framework & self-directed study materials shared by Mentor. CPD Effective Marking, Feedback & Assessment | **Thursday 8th October**  Observations of colleagues teaching English.  Inclusion Manager CPD  IEPs, IPBs, EAL Steps. |

**NQT +1 Support**

As part of their early career support and supervision, the following NQTs +1 have been provided with a planned programme of - meetings with mentor, in-class coaching and support linked to targets identified by the teachers: A McDonald (Reception), S Hussain (Yr. 4), A Thompson (Yr. 6).

This has been planned to acknowledge the fact that NQTs were unable to complete their period of induction due to Covid-19 restrictions. To support schools in this process the Early Careers Framework materials have been released a year early and the self-study materials are now being used as a basis for developing professional skills.

Outlined below is a review of the supervision provided to date, for the academic year 2020/2021.

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| **Early Career Framework** | **Type of support** | **Area for development 1** | **Area for development 2** |
| **Year R** | Support from mentor to develop early career goals: half termly meetings, in-class support for teaching and learning, professional feedback. | Developing strategies to meet the needs of pupils, including those with special educational needs; those with English as an additional language.  Evaluating distinctive teaching approaches to engage and support SEN/EAL pupils, linked to phonics teaching. | Developing the skills to be an effective Subject Leader (Art)  Developing an understanding of the key skills and knowledge required to deliver high quality teaching in Art. Assessing and monitoring provision across the school. |
| **Year 4** | Support from mentor to develop early career goals: half termly meetings, in-class support and professional feedback. | Identify and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Developing the skills to be an effective Subject Leader (RE)  Developing an understanding of the key skills and knowledge required to deliver the Pan-Berkshire RE framework. |
| **Year 6** | Support from mentor to develop early career goals: half termly meetings, in-class support and professional feedback. | Developing strategies to, to meet the needs of more able writers and readers in the context of greater depth requirements.  Working with colleagues and mentor to develop practice, so as to enable opportunities to be created for writing for different purposes. | Developing the skills to be an effective Subject Leader (Art)  Developing an understanding of the key skills and knowledge required to deliver high quality teaching in Art. Assessing and monitoring provision across the school. |

**Early Leadership Support**

The school completed an evaluation of reading using the Inspection Framework Guidance and Questions in spring 2020 – in effect our own ‘deep dive’ into the quality of teaching and learning in reading and phonics. As a result of this, our current practice was clearly evaluated and areas for development were identified by SLT working with the English Lead (Natasha Startup).

In this school year the English Lead and Lead Practitioner are working together to support the new appointment of Katie Oxberry for one year, who is working to facilitate and monitor the consistency of practice in the teaching of Phonics and Reading in KS 1 and Foundation Stage. Outlined below is a review of the activities completed to date.

Autumn Term Objectives:

1 To ensure that staff have a clear understanding of phonological development in young children and that this is used to inform practice.

2 To model good phonics teaching, using the Letters and Sounds programme, setting high expectations for delivery and achievement in Years 1, 2 EYFS.

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| **September Weeks 1 - 2**  Head Teacher and Lead Practitioner in Year 1 Phonic lessons to support practice: feedback given- importance of phonological awareness, asking children to listen to own voices, using games to engage children. | **September Week 4**  Lead Practitioner release of KO to observe & work alongside teacher in parallel Year 1 class teaching Phonics.  Reciprocal visit by Year 1 teacher VB to observe K Oxberry teach Phonics. | **October Week 2**  Lead Practitioner to facilitate release of  KO to observe teaching & learning in parallel Year 1 class – English lesson.  Reciprocal visit by year 1 teacher to observe KO deliver English Lesson. | **Week 3 – 4**  Meeting with SLT to share ideas: x4 week programme of team teaching agreed to facilitate continuity and progress in Phonics and English delivery and expectations across the year group.  AD to teacher Phonics and English in KO class one day per week. |
| Professional discussion each week with the Year 1 team to agree the strategies and lesson elements that support good teaching, matched to the needs of the cohort. | AD as Lead Practitioner to support team teaching – to allow colleagues to observe and support each other in developing their practice. | Review of the consistency and quality of practice in Year 1, 2 EYFS - to meet children’s needs, especially in the context of disruption to teaching experienced this year. |  |

**Foundation Degree Support**

A Teaching Assistant in Year 1 is completing the second year of a Foundation Degree in Children’s Development and Learning, linked to the University of Reading. The school has agreed to provide mentor support and professional guidance to support the TA in completing professional assignments and tasks during this academic year. Outlined below id the range of support given;

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| Virtual meetings with Link Tutor from the University of Reading to discuss progress. | Professional supervision and feedback to ensure course requirements are met. | Assessment of Guided Professional discussions against university criteria. | Creating opportunities for the student to plan and deliver small group teaching and giving feedback about this in relation to agreed criteria. |